

Kindergarten

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Beginner:

Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

K.L.7 Demonstrate understanding of simple oral sentences

K.L.8 Answer literal or inferential oral comprehension questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)

K.L.10 Understand classroom directions (e.g., schedules, homework assignments).

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

K.S.6 Recite a minimum of three nursery rhymes.

K.S.7 Recall three events in order, using picture clues.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

K.S.16 Associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- K.S.20 Distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

Reading

- K.R.1 Understand that print has meaning.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.R.5 Orally blend separate sounds to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

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K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

a. Skill is negligible or nonexistent.

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

a. Skill is negligible or nonexistent.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

a. Skill is negligible or nonexistent.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

a. Imitate model following simple oral directions.

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

a. Begin to learn simple comparative terms (big/ bigger).

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

- a. Begin to learn meaning of spatial prepositions through modeling of realia.

K.L.7 Demonstrate understanding of simple oral sentences

- a. Begin to learn individual words used in describing pictures (girl, bike, boy, tree, dog, riding, running, and so forth).

K.L.8 Answer literal or inferential oral comprehension questions.

- a. Skill is negligible or nonexistent.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)

- a. Begin to learn basic vocabulary such as, “please, thank you, may I, hello, goodbye” through modeling.

K.L.10 Understand classroom directions (e.g., schedules, homework assignments). a. Begin to learn basic vocabulary related to classroom directions, through modeling.

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers). a. Begin to learn basic vocabulary related to content areas, through use of manipulatives.

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

- a. Begin to learn basic vocabulary related to sequencing, through the use of pictures.

Speaking Accomplishments

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

- a. Skill in English is negligible or nonexistent.
- b. Begin to learn meaning of basic words used to question them. (e.g., What is your name?)

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

- a. Build receptive color vocabulary through use of manipulatives.
- b. Begin to communicate with gestures (pointing to the correct color).

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

- a. Begin to learn meaning of basic words.
- b. Build receptive vocabulary through use of pictures and/or own body.

- c. Begin to communicate with gestures (pointing to the correct body part).

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

- a. Begin to learn meaning of basic words.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval). A.
Begin to learn meaning of basic words.

- b. Build receptive vocabulary through use of pictures.
- c. Begin to communicate by pointing.

K.S.6 Recite a minimum of three nursery rhymes.

- a. Listen to and imitate teacher.

K.S.7 Recall three events in order, using picture clues.

- a. Begin to listen to and imitate teacher relating events using pictures or actions.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

- a. Begin to listen to and imitate teacher relating events using pictures or actions.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

- a. Begin to listen to and imitate teacher relating events using pictures or realia.

K.S.10 Name opposite of word given.

- a. Begin to listen to and imitate teacher using pictures or actions.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Skill is negligible or nonexistent.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Skill is negligible or nonexistent.

K.S.13 Recite days of the week in order.

- a. Skill is negligible or nonexistent.
- b. Build receptive vocabulary through daily calendar activities and music.
- c. Begin to imitate words without understanding their meaning.

K.S.14 Recite alphabet.

- a. Skill is negligible or nonexistent.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Skill is negligible or nonexistent

K.S.16 Associate alphabet letters with their representative sounds.

- a. Skill is negligible or nonexistent

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Skill is negligible or nonexistent.
- b. Awareness of sounds is introduced and developed through use of manipulatives.

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Skill is negligible or nonexistent.

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Skill is negligible or nonexistent.

K.S.20 Distinguish letters from words, in printed form.

- a. Skill is negligible or nonexistent.

K.S.21 Orally distinguish letters from words.

- a. Skill is negligible or nonexistent.

K.S.22 Recognize and produce rhyming words.

- a. Skill is negligible or nonexistent.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Skill is negligible or nonexistent.
- b. Awareness of sounds is introduced and developed through use of manipulatives.

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Skill is negligible or nonexistent.
- b. Awareness of sounds is introduced and developed through use of manipulatives.

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

- a. Skill is negligible or nonexistent

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

- a. Imitate model giving simple oral directions.

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

- a. Skill is negligible or nonexistent.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
a. Participate nonverbally by imitating other participants.

K.S. 29 Demonstrate understanding of action words chosen and taught by teacher. a.
Skill is negligible or nonexistent.
b. Awareness of vocabulary is introduced and developed through use of manipulatives and modeling (TPR).*

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
a. Skill is negligible or nonexistent.
b. Awareness of terms is introduced and developed through use of manipulatives.

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)
a. Communicate with gestures and actions.
b. Build receptive vocabulary through imitation.

Reading Accomplishments

K.R.1 Understand that print has meaning.
a. Skill is negligible or nonexistent.
b. Begin to build concept through direct teacher instruction and modeling.
c. Expand exposure to various types of print, following teacher lead.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
a. Skill is negligible or nonexistent.
b. Begin to build concept through direct teacher instruction and modeling.
c. Expand exposure to books.

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
a. Skill is negligible or nonexistent

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
a. Skill is negligible or nonexistent.
b. Awareness of sounds is introduced and developed through use of manipulatives.

K.R.5 Orally blend separate sounds to form simple words.
a. Skill is negligible or nonexistent.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Skill is negligible or nonexistent.
- K.R.7 Orally distinguish letters from words.
 - a. Skill is negligible or nonexistent.
- K.R.8 Recognize and produce rhyming words
 - a. Skill is negligible or nonexistent.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
 - a. Skill is negligible or nonexistent.
 - b. Awareness of sounds is introduced and developed through use of manipulatives.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house)
 - a. Skill is negligible or nonexistent.
 - b. Awareness of sounds is introduced and developed through use of manipulatives.
- K.R.11 Associate alphabet letters with their representative sounds.
 - a. Skill is negligible or nonexistent.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
 - a. Skill is negligible or nonexistent.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
 - a. Awareness of sound-letter association is introduced and developed through exposure.
- K.R.14 Understand that as letters of words change so do the sounds.
 - a. Awareness of sound-letter association is introduced and developed through exposure.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
 - a. Awareness of sound-letter association is introduced and developed through exposure.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
 - a. Awareness of sound-letter association is introduced and developed through exposure.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
 - a. Skill is introduced and developed through use of various texts, music, drama, and manipulatives.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact

and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

- a. Skills are introduced and developed through use of various texts, music, drama, and manipulatives.

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

a. Skills are introduced and developed through use of various texts, music, drama, and manipulatives.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

- a. Skills are introduced and developed through use of various texts, music, drama, and manipulatives.

Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.

Mathematics Accomplishments.

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner:

Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- K.L.7 Demonstrate understanding of simple oral sentences
- K.L.8 Answer literal or inferential oral comprehension questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
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- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- K.S.6 Recite a minimum of three nursery rhymes.
- K.S.7 Recall three events in order, using picture clues.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

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K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

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K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

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K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

- a. Begin to point to common objects (or their pictures).

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

- a. Must often be reminded to listen attentively.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

- a. Must often be reminded to listen and respond.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

- a. Occasionally follow simple oral directions without model.

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

- a. Demonstrate understanding of simple comparative adjectives (bigger, smaller, taller, etc.) by pointing as asked

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

- a. Begin to demonstrate understanding by positioning objects according to oral commands (e.g., "Put the book on the table.").

K.L.7 Demonstrate understanding of simple oral sentences

- a. Point to picture described orally in sentence form by teacher using simple sentence structure (simple subject and predicate: The boy is running.)

K.L.8 Answer literal or inferential oral comprehension questions.

- a. Begin to demonstrate comprehension by answering simple questions of a literal nature.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies).

- a. Use vocabulary from Beginner level, but may still need frequent reminders.

- K.L.10 Understand classroom directions (e.g., schedules, homework assignments). a. Exhibit greater understanding of classroom directions (e.g., schedules, homework assignments), with less modeling.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers). a. Exhibit greater understanding of content area vocabulary through use of manipulatives
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).
- Occasionally demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- Give first name in fall; middle and last names in spring.
 - In fall, is begin to work on other personal data.
 - In spring, know most of personal data, but not necessarily all.
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- Identify eight basic colors (red, blue, yellow, green, orange, purple, black), with occasional errors.
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- Point to grade appropriate body parts when directed.
 - Not yet name the parts.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.
- Begin to build receptive vocabulary through use of pictures and/or own body.
 - Begin to communicate with gestures (pointing to the correct body part).
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval). a. Identify circle, square, and triangle, with few errors.
- K.S.6 Recite a minimum of three nursery rhymes.
- Imitate with greater accuracy; may have several errors in recitation.
- K.S.7 Recall three events in order, using picture clues.
- Describe events pictured.

- b. Not yet sequence them.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

- a. Describe events pictured.
- b. Not yet sequence them.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

- a. Match and name pictures.
- b. Not yet describe relationships between them.
- c. Use gestures to communicate (e.g., brushing hair, etc.).

K.S.10 Name opposite of word given.

- a. Match some opposites with use of pictures.
- b. Begin to give opposite when requested, particularly those accompanied by action (up/down; in/out; on/off).

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Begin to intelligibly pronounce basic vocabulary words that have been practiced in class.
- b. Still need frequent modeling and often make errors.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Seldom speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic

K.S.13 Recite days of the week in order.

- a. Recite days of the week.
- b. May make frequent errors.

K.S.14 Recite alphabet

- a. Sing alphabet song.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Recognize and name a few upper and lowercase letters of the alphabet.

K.S.16 Associate alphabet letters with their representative sounds.

- a. Seldom associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Begin to understand that words are made up of one or more syllables (i.e., students can clap syllables in words following teacher's lead).

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Skill is negligible or nonexistent.

K.S.19 Use "sound-stretching" of one-syllable words to identify each phoneme (Given "cat" as prompt, student says /k/ /a/ /t/.)

- a. Seldom use "sound-stretching" of one-syllable words to identify each phoneme.

K.S.20 Distinguish letters from words, in printed form.

- a. Seldom distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

- a. Occasionally distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

- a. Seldom be able to recognize and produce rhyming words.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Begin to recognize that two given words have or do not have the same beginning sounds.
- c. Rely heavily on picture clues and/or realia.

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Begin to recognize that two given words have or do not have the same ending sounds.
- b. Rely heavily on picture clues and/or realia.

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

- a. Must often be reminded to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.)

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

- a. Occasionally give simple oral directions without model.

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

- a. Begin to participate in group discussions.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

- a. Dramatize with teacher direction and participate in simple retelling of text with picture aids.

K.S. 29 Demonstrate understanding of action words chosen and taught by teacher. a.
Begin to demonstrate understanding of action words by performing the action
or by pointing to correct picture. May or may not verbalize the action word.

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

- a. Point to picture described by teacher using spatial prepositions. (“Show me the picture with the ball on the table.”)

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

- a. Communicate wants and needs in a basic manner.
- b. Still lack accuracy in sentence structure, but get the message across.

Reading Accomplishments

K.R.1 Understand that print has meaning.

- a. Associate environmental print (e.g., picture signs, logos, etc.) with meaning.
- b. May or may not yet associate book print with meaning.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

- a. Point to illustrations and/or print.
- b. Identify front and back of book.

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Begin to recognize and name upper and lowercase letters of the alphabet.

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Begin to understand that words are made up of one or more syllables (i.e., students can clap syllables in words following teacher’s lead)

K.R.5 Orally blend separate sounds to form simple words.

- a. Seldom blend separate phonemes to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Seldom use “sound-stretching” of one-syllable words to identify each phoneme.

K.R.7 Orally distinguish letters from words.

- a. Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
- a. Seldom able to recognize and produce rhyming words.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Begin to recognize that two given words have or do not have the same beginning sounds.
 - b. Rely heavily on picture clues and/or realia.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- a. May begin to recognize that two given words have or do not have the same ending sounds.
 - b. Rely heavily on picture clues and/or realia.
- K.R.11 Associate alphabet letters with their representative sounds.
- a. Begin to associate alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- a. Begin to recognize and name upper and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- a. Exhibit understanding as year progresses.
- K.R.14 Understand that as letters of words change so do the sounds.
- a. Exhibit understanding as year progresses.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- a. Repeat modeled reading at times.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- a. Imitate fluent reading at times.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- a. Begin to participate, but may often need be reminded to listen and respond.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).
- a. Occasionally exhibit some pre-reading strategies.

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions. a.

Occasionally exhibit understanding when asked literal questions about the story.

b. May participate in discussion if prompted.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

a. Occasionally exhibit understanding when asked literal questions about the story.

b. May participate in discussion if prompted.

c. Begin to self-select various genre.

Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

b. Write first name, not necessarily legibly.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fine (The book is funny.)

a. Progress according to exposure in class, prior experience with reading and writing materials, and developmental ability.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.
- b. Represent spoken language with illustrations and symbols or lines.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Intermediate:

Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

K.L.7 Demonstrate understanding of simple oral sentences

K.L.8 Answer literal or inferential oral comprehension questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies).

K.L.10 Understand classroom directions (e.g., schedules, homework assignments).

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

K.S.6 Recite a minimum of three nursery rhymes.

K.S.7 Recall three events in order, using picture clues.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing,

Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

K.S.16 Associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.S.20 Distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

Reading

K.R.1 Understand that print has meaning.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.R.5 Orally blend separate sounds to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.R.11 Associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legibly upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

- a. Point to many common objects (or their pictures).

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

- a. Frequently listen attentively without being reminded.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

- a. Frequently listen and respond without being reminded.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

- a. Frequently follow simple oral directions without model

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives a.
Demonstrate understanding of comparative and superlative forms by simple statement.

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

- a. Frequently demonstrate understanding of spatial prepositions by positioning objects according to oral commands.

K.L.7 Demonstrate understanding of simple oral sentences

- a. Point to correct picture when teacher uses more complex sentence structure (subject/verb/phrase: The boy is running with his dog.)

K.L.8 Answer literal or inferential oral comprehension questions.

- a. Demonstrate comprehension by answering simple questions of a literal nature. b.
May or may not be successful with inferential questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)

- a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies), with occasional reminders.

K.L.10 Understand classroom directions (e.g., schedules, homework assignments). a.
Understand classroom directions (e.g., schedules, homework assignments),
with occasional explanation.

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content
areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers). a. Frequently
exhibit understanding of content area vocabulary

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level
passage that is read orally (e.g., determine “what happened first, next, last”).
a. Frequently demonstrate understanding of sequence of events after listening to a short
grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking Accomplishments

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number,
birthday, mother’s name, father’s name).
a. Recite personal information except address and phone number.

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray,
pink)
a. Identify basic colors except for gray and pink (red, blue, yellow, green, orange, purple,
black, brown, white), with few errors.

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What
is this?”) basic body parts.
a. Point to basic body parts, with occasional errors.
b. Begin to name those parts, but may need assistance.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What
is this?”) body parts.
a. Point to body parts when directed.
b. Not yet name the parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval). a.
Identify circle, square, and triangle, with few errors. Sometimes identify
rectangle, diamond, and oval.

K.S.6 Recite a minimum of three nursery rhymes.
a. Recite three nursery rhymes, still with errors.

K.S.7 Recall three events in order, using picture clues.
a. Place events pictured in sequence.
b. Not yet use complete sentences to describe.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

- a. Pace events pictured in sequence.
- b. Not yet use complete sentences to describe.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

- a. Match pictures.
- b. Begin to describe relationships between them.
- c. May or not use complete sentences.

K.S.10 Name opposite of word given.

- a. Easily match opposite picture sets.
- b. Tell opposite when requested.
- c. Recall both items of some sets without verbal prompt of first item.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Intelligibly pronounce basic vocabulary words that have been practiced in class.
- b. Still make errors in vocabulary not frequently encountered.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Occasionally speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic.

K.S.13 Recite days of the week in order.

- a. Recite days of the week with occasional error.
- b. Begin to associate words with the calendar.

K.S.14 Recite alphabet.

- a. Sing alphabet song.
- b. Begin to recite alphabet, but still makes errors.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Recognize and name about half of the upper and lowercase letters of the alphabet.

K.S.16 Associate alphabet letters with their representative sounds.

- a. Sometimes associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Develop understanding that words are made up of one or more syllables (i.e., students can clap syllables in words, but still require frequent teacher assistance).

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Begin to orally blend separate phonemes to form simple words, with prompt.
- K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- a. Occasionally use “sound-stretching” of one-syllable words to identify each phoneme.
- K.S.20 Distinguish letters from words, in printed form.
- a. Occasionally distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- a. Distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- a. Recognize rhyming words when pictures are provided.
 - b. Begin to produce pairs of single-syllable words that rhyme.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Categorize pictures according to their beginning sounds.
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- a. Begin to recognize that two given words have or do not have the same ending sounds.
 - b. Still rely heavily on picture clues and/or realia.
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- a. Occasionally use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.)
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- a. Frequently give simple oral directions without model.
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- a. Frequently participate in group discussions.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- a. Dramatize and participate in simple retelling of text with less reliance on picture aids.
 - b. Dramatization will be less dependent on teacher direction.
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher. a.
Demonstrate frequent understanding of action words by correctly telling the
action, but not in complete sentences (e.g., “What is the girl doing?” “Climbing”).

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

- a. Place object in correct position when directed. (Put the ball on the table.)
- b. Demonstrate understanding of spatial prepositions through drawings. (Draw a table. Put a ball on it.)

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

- a. Communicate most wants and needs with little difficulty.

Reading Accomplishments

K.R.1 Understand that print has meaning.

- a. Associate environmental print (e.g., picture signs, logos, etc.) with meaning.
- b. Associate book print with meaning at a beginning level (may hold book upside down, for example).

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

- a. Identify author as person who wrote the book. Identify illustrator as person who made the pictures.
- b. Point to title.

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name approximately half of the upper- and lowercase letters of the alphabet.

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Develop understanding that words are made up of one or more syllables (i.e., students can clap syllables in words, but still require frequent teacher assistance).

K.R.5 Orally blend separate sounds to form simple words.

- a. Begin to orally blend separate phonemes to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Begin to use “sound-stretching” of one-syllable words to identify each phoneme.

K.R.7 Orally distinguish letters from words.

- a. Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

- a. Recognize rhyming words when pictures are provided.
- b. Begin to produce pairs of single-syllable words that rhyme.

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Categorize pictures according to their beginning sounds.

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Begin to recognize that two given words have or do not have the same ending sounds.
- b. Still rely heavily on picture clues and/or realia.

K.R.11 Associate alphabet letters with their representative sounds.

- a. Associate some alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name some upper- and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

- a. Build on prior knowledge of alphabet and sound.
- b. Grow in understanding of the concept.

K.R.14 Understand that as letters of words change so do the sounds.

- a. Build on prior knowledge of alphabet and sound.
- b. Grow in understanding of the concept.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

- a. Repeat modeled reading.
- b. Begin to recognize high-frequency words and use letter-sound correspondences.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

- a. Imitate fluent reading.
- b. Begin to recognize high-frequency words and use letter-sound correspondences.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

- a. Frequently listen and respond without being reminded.
- b. Participate more readily without reminder.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

- a. Exhibit progress in using pre-reading strategies.

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions. a. Show progress in exhibiting understanding of text.

b. Participate more often without being prompted.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

a. Show progress in exhibiting understanding of text.

b. Participate more often without being prompted.

c. Self-select various genre, depending on interest.

Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

a. Write first name legibly (according to grade-level standards), and is working on last name.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

a. Progress according to exposure in class, prior experience with reading and writing materials, and developmental ability.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Intermediate:

Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

K.L.7 Demonstrate understanding of simple oral sentences

K.L.8 Answer literal or inferential oral comprehension questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)

K.L.10 Understand classroom directions (e.g., schedules, homework assignments).

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers.

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

K.S.6 Recite a minimum of three nursery rhymes.

K.S.7 Recall three events in order, using picture clues.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing,

Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

K.S.16 Associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.S.20 Distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

K.S.29 Demonstrate understanding of action words chosen and taught by teacher.

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

Reading

K.R.1 Understand that print has meaning.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

PHONEMIC AWARENESS

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.R.5 Orally blend separate sounds to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.R.11 Associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

- a. Point to most common objects (or their pictures).

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

- a. Generally listen attentively to speaker without being reminded.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

- a. Generally listen and respond without being reminded.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

- a. Generally follow simple oral directions without model.

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

- a. Demonstrate understanding of simple comparative and superlative adjectives (e.g., big/bigger/biggest; slow/slower/slowest) (Jose is tall. Maria is taller. Miguel is the tallest.)

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

- a. Frequently demonstrate understanding of spatial prepositions by positioning objects according to oral commands.

K.L.7 Demonstrate understanding of simple oral sentences

- a. Draw an illustration to match simple oral prompt

K.L.8 Answer literal or inferential oral comprehension questions.

- a. Demonstrate comprehension by answering simple questions of a literal nature. b. Can frequently answer inferential questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)

- a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).

K.L.10 Understand classroom directions (e.g., schedules, homework assignments).

- a. Understand classroom directions (e.g., schedules, homework assignments), with occasional explanation.

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers. a. Frequently exhibit understanding of content area vocabulary.

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

a. Frequently demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking Accomplishments

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

a. Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

a. Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink) without error.

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

a. Point to and/or name basic body parts when requested, with few errors.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

a. Point to body parts when directed.

b. Name some, but not all.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval). a. Identify six basic shapes, with few errors.

K.S.6 Recite a minimum of three nursery rhymes.

a. Recite three nursery rhymes with accuracy.

K.S.7 Recall three events in order, using picture clues.

a. Recall three events in order, using picture clues.

b. Use complete sentences to describe.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

a. Retell story events in order, using picture clues.

b. Generally use complete sentences to describe.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

- a. Describe relationships between pictures using complete sentences. ("The girl is brushing her hair.")

K.S.10 Name opposite of word given.

- a. Does not need pictures to think of many opposite sets.
- b. Easily tell opposite when requested.
- c. Recall both items of many sets without verbal prompt of first item.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Intelligibly pronounce basic vocabulary words that have been practiced in class.
- b. Still make errors in vocabulary not frequently encountered.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Frequently speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic.

K.S.13 Recite days of the week in order.

- a. Generally recite days of the week without error.
- b. Associate words with the calendar.

K.S.14 Recite alphabet.

- a. Recite alphabet without error (not just sing alphabet song).

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Recognize and name most upper and lowercase letters of the alphabet.

K.S.16 Associate alphabet letters with their representative sounds.

- a. Frequently associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Demonstrate frequent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words).

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Sometimes orally blend separate phonemes to form simple words, with prompt.

K.S.19 Use "sound-stretching" of one-syllable words to identify each phoneme (Given "cat" as prompt, student says /k/ /a/ /t/.)

- a. Frequently use "sound-stretching" of one-syllable words to identify each phoneme.

- K.S.20 Distinguish letters from words, in printed form.
- Frequently distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- Distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- Recognize and produce rhyming words with greater frequency.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Categorizes picture according to their beginning sounds, and frequently relate to corresponding letters.
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- Begin to recognize that two given words have or do not have the same ending sounds.
 - Still rely heavily on picture clues and/or realia.
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- Frequently use rules for American conversation (e.g. raises hand, takes turns, focus attention on speaker, etc.)
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- Generally give simple oral directions without model.
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- Generally participate in group discussions.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- Dramatize and participate in simple retelling of text with less reliance on picture aids.
 - Dramatization will be less dependent on teacher direction and more creative.
 - Give simple dictation of text, not necessarily in complete sentences.
- K.S.29 Demonstrate understanding of action words chosen and taught by teacher. a.
Demonstrate understanding of action words by correctly using them in
complete sentences as requested (e.g., "Tell me about this picture." "The girl is climbing
a tree.").
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question
(e.g., "Where is the book?" "The book is on the table."). over/under, on/off, in/out, between,
beside, front/back, top, middle, bottom.
- Demonstrate knowledge of spatial prepositions, not in complete sentences, unless
prompted. ("Where is the ball?" "on the table.")

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

- a. Communicate most wants and needs with little difficulty.

Reading Accomplishments

K.R.1 Understand that print has meaning.

- a. Pretend-read by holding book upright and turn pages in left-to-right progression.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

- a. Identify author as person who wrote the book.
- b. Identify illustrator as person who made the pictures.
- c. Point to title.
- d. Distinguish letters from words.
- e. Track print from left-to-right and top-to-bottom.

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name most upper- and lowercase letters of the alphabet.

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Demonstrate frequent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words)

K.R.5 Orally blend separate sounds to form simple words.

- a. Sometimes blend separate phonemes to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Sometimes use “sound-stretching” of one-syllable words to identify each phoneme.

K.R.7 Orally distinguish letters from words.

- a. Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

- a. Recognize and produce rhyming words with greater frequency.

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Categorize pictures according to their beginning sounds, and frequently relate to corresponding letters.

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Begin to recognize that two given words have or do not have the same ending sounds.
- b. Still rely heavily on picture clues and/or realia.

K.R.11 Associate alphabet letters with their representative sounds.

- a. Frequently associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name most upper- and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

- a. Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

- a. Understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound matches to decode simple words.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

- a. Repeat modeled reading.
- b. Begin to recognize high-frequency words and use letter-sound correspondences.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

- a. Imitate fluent reading.
- b. Begin to recognize high-frequency words and use letter-sound correspondences.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

- a. Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

- a. Exhibit greater progress in using pre-reading strategies.

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

- a. Exhibit understanding in many ways to varying degrees.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

- a. Exhibit understanding in many ways to varying degrees.
- b. Self-select various genre.

Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

- a. Write first and last names legibly (according to grade-level standards).

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fine (The book is funny.)

- a. Frequently writes for a variety of purposes: narrative accounts, reflections, observations, friendly note, and response to literature.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Frequently represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Advanced:

Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

K.L.7 Demonstrate understanding of simple oral sentences

K.L.8 Answer literal or inferential oral comprehension questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)

K.L.10 Understand classroom directions (e.g., schedules, homework assignments).

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

K.S.6 Recite a minimum of three nursery rhymes.

K.S.7 Recall three events in order, using picture clues.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet.

- K.S.15 Recognize and name all upper and lowercase letters of the alphabet
- K.S.16 Associate alphabet letters with their representative sounds.
- K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).
- K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- K.S.20 Distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- K.S.29 Demonstrate understanding of action words chosen and taught by teacher.
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

Reading

- K.R.1 Understand that print has meaning.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.R.5 Orally blend separate sounds to form simple words.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- K.R.7 Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- K.R.11 Associate alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- K.R.14 Understand that as letters of words change so do the sounds.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact

and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

a. Point to common objects (or their pictures).

- K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)
- a. Generally listen attentively without being reminded.
- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- a. Generally listen and respond without being reminded.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- a. Generally follow two-step directions.
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- a. Demonstrate understanding of simple comparative adjectives by comparing and contrasting (e.g., Jose is taller than Maria, but shorter than Miguel.)
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- a. Consistently demonstrate understanding of spatial prepositions by positioning objects.
- K.L.7 Demonstrate understanding of simple oral sentences
- a. Draw an illustration to match oral prompt
- K.L.8 Answer literal or inferential oral comprehension questions.
- a. Demonstrate comprehension by answering simple questions of a literal nature.
 - b. Generally answer inferential questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments). a.
Understand classroom directions (e.g., schedules, homework assignments),
with occasional explanation.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers). a. Generally exhibit understanding of content area vocabulary.
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).
- a. Generally demonstrate understanding of sequence of events

Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother's name, father's name).
- Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother's name, father's name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink) without error.
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, "What is this?") basic body parts.
- Point to and/or name basic body parts as requested, with few errors.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, "What is this?") body parts.
- Point to and/or name most body parts as requested, with few errors.
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval). a.
Identify six basic shapes, with no error.
- K.S.6 Recite a minimum of three nursery rhymes.
- Recite more than three nursery rhymes with accuracy.
- K.S.7 Recall three events in order, using picture clues.
- Recall three events in order, using picture clues.
 - Generally use complete sentences to describe.
 - Relate to personal experiences.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.
- Retell story events in order, using picture clues.
 - Generally use complete sentences to describe.
 - Expand upon basic storyline.
- K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)
- Use complete sentences to describe relationships between pictures/objects.
 - Elaborate on events pictured. ("I like the way my Mommy brushes my hair, but my Daddy doesn't know how to do it.")
- K.S.10 Name opposite of word given.
- Does not need pictures to think of large number of opposite sets.
 - Easily tell opposite when given prompt.
 - Recall both items of many sets without verbal prompt of first item.
 - Produce opposites not used in class.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Intelligibly pronounce basic vocabulary words when shown picture of object.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

- a. Generally recite days of the week without error.
- b. Associate words with the calendar.

K.S.14 Recite alphabet

- a. Recite alphabet without error (not just sing alphabet song).

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Recognize and name nearly all upper and lowercase letters of the alphabet. (May still confuse letters such as p, q, g, d, b.)

K.S.16 Associate alphabet letters with their representative sounds.

- a. Generally associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Demonstrate consistent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words).

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Orally blend separate phonemes to form simple words, with prompt, on a generally basis.

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Generally use “sound-stretching” of one-syllable words to identify each phoneme.

K.S.20 Distinguish letters from words, in printed form.

- a. Generally distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

- a. Distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

- a. Consistently recognize and produce rhyming words.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Consistently categorize pictures according to their beginning sounds, and relate to corresponding letters.

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Begin to recognize that two given words have or do not have the same ending sounds.
- b. Still rely heavily on picture clues and/or realia.

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

- a. Generally use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

- a. Generally give two-step directions without model (e.g., “Stand up, and go to the board.”).

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

- a. Generally participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

- a. Do more creative dramatization and participation in simple retelling of text with little or no reliance on picture aids.
- b. Give simple dictation of text, not necessarily in complete sentences.
- c. Show ability to move beyond retelling through dictating and/or emergent writing of own stories.

K.S.29 Demonstrate understanding of action words chosen and taught by teacher.

- a. Demonstrate understanding of action words by correctly using them in complete sentences as requested (e.g., “Tell me about this picture.” “The girl is climbing a tree.”)

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

- a. Responds in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”).

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

- a. Communicate most wants and needs with little difficulty.

Reading Accomplishments

- K.R.1 Understand that print has meaning.
- Understand that print has meaning.
 - Pretend-reading more accurately mimics true reading.
 - Hold book upright, turn pages from left-to-right; may use finger to follow print left-to-right and top-to-bottom.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- Identify author as person who wrote the book.
 - Identify illustrator as person who made the pictures.
 - Point to title.
 - Distinguish letters from words.
 - Track print from left-to-right and top-to-bottom.
 - Return to margin on next line.
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- Generally recognize and name all upper- and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- Demonstrate consistent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words).
- K.R.5 Orally blend separate sounds to form simple words.
- Orally blend separate phonemes to form simple words.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- Use “sound-stretching” of one-syllable words to identify each phoneme.
- K.R.7 Orally distinguish letters from words.
- Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
- Consistently recognize and produce rhyming words.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Consistently categorize pictures according to their beginning sounds, and relate to corresponding letters.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- Begin to recognize that two given words have or do not have the same ending sounds.

b. Still rely heavily on picture clues and/or realia.

K.R.11 Associate alphabet letters with their representative sounds.

a. Associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

a. Recognize and name upper- and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

a. Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word.

b. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

a. Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

a. Read simple text containing familiar letter-sound correspondences and high-frequency words.

b. Read with intonation and voice volume that communicates meaning.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

a. Generally read simple text containing familiar letter-sound correspondences and high-frequency words.

b. Read with intonation and voice volume that communicates meaning.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

a. Listen and respond to a wide range of text types by participating in discussion and shared reading.

b. Sometimes take the lead.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

a. Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f)

retelling story in own words; (g) drawing conclusions.
understanding after reading by participation

a. Exhibit

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

a. Participate in reading for a variety of purposes and explores various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

a. Write first and last names legibly (according to grade-level standards).

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

a. Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

a. Consistently write for a variety of purposes: narrative accounts, reflections, observations, friendly note, and response to literature. (e.g. dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

a. Consistently represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting)

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table